

## Session Seven: Comprehension Strategies

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### Session Seven: Comprehension Strategies

<b>Welcome</b>	Welcome and review the agenda
<b>Review</b>	Review last week Review group agreements
<b>Warm-up Activity</b>	Vocabulary fun
<b>Group Discussion</b>	What makes a good reader?
<b>Reading Strategies</b>	Comprehension Strategies <ul style="list-style-type: none"><li>• Building vocabulary</li><li>• KWL</li><li>• Questioning</li><li>• Sequencing</li></ul>
<b>Craft Activity</b>	Bookmarks
<b>Closing</b>	Session review Evaluation



### Session Overview

Children often learn to read but do not understand what they read. Participants learn strategies to help their learners comprehend what they read. Often we hear teachers say “She is such a good reader.” What does this mean and how can you teach your learner to be a good reader? Participants learn how to show their learner simple strategies to use when reading a story or book.


#### Goals

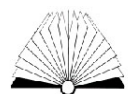
- To understand what a good reader is.
- To learn about reading comprehension.
- To learn strategies to help learners understand what they read.

#### Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

#### You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies  – markers, paper, pencils, name tags, post it notes, craft supplies



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### The day before the session

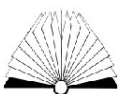
Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

### Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

### Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
  - Adult and children books
  - Gift certificates for the local grocery store, gift shop etc.,
  - Gift baskets
  - Bath stuff
  - Candles



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**There are detailed facilitator notes for each activity**

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

**The following pages give background information, facilitator notes and handouts for each activity in the session.**

We use this symbol for background information.



We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.



We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.





### Background Information

#### What are Reading Comprehension Strategies?

A strategy is an intentional plan. Reading comprehension strategies are tools that learners use to help them understand what they read. Good readers use lots of strategies to help themselves make sense of the text.



Some learners recognize words easily and read fluently, but we can't assume they understand what they read. Many strong readers struggle to comprehend what they read. A limited vocabulary or an unfamiliar topic can hinder comprehension. You can teach your learner skills to help with comprehension. Here are some examples of strategies learners can use:

- Look at the pictures for meaning.
- Chunk it – look for the part of the word you know.
- Skip the word and then go back to see if you can figure the word by the words around it.
- Go back and read it again.
- Think about the meaning of the story.

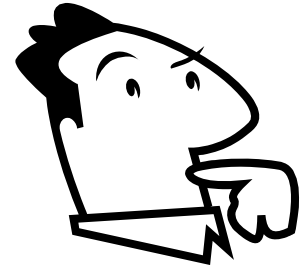


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### Some Comprehension Strategies for Tutor to Use

Tutors and parents can use many activities to help learners understand what they read.



#### 1. Making Connections

- KWL
- Questions

#### 2. Visualizing

- Using pictures
- Using imagination

#### 3. Inferring

- Reading between the lines

#### 4. Putting it All together

- Reading beyond the lines

### 1. Making Connections - KWL & Questioning

Readers comprehend better when they connect their background knowledge and experiences to what they read. These activities help readers understand how to make these connections. This pushes them to think about bigger issues beyond home, school and the community.



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### Strategy: K-W-L

K-W-L is a 3-column chart that captures the before, during, and after components of reading a story or book.

<b>K stands for Know</b> What do I already <b>know</b> about this topic?	<b>W stands for Will or Want</b> What do I think I <b>will</b> learn about this topic? What do I <b>want</b> to know about this topic?	<b>L stands for Learned</b> What have I <b>learned</b> about this topic?
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### How does it work?

1. Draw 3 columns.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Learners fill in the **K** column before they read the story or book. They write down everything they already know about the topic.
4. Learners fill in the **W** column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas.
5. Learners read the book.
6. Learners fill in the **L** column after they have read the story or book. They write down the new knowledge they gained. They can also check the information in the **K** column to see if it is correct.



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### Strategy: Questioning

To help your learner make connections while they read, ask questions.

Here are questions you can ask:

- What does the book remind you of?
- What do you know about the book's topic?
- Does this book remind you of another book?

Use questions to help learners understand the text on a deeper level. Questions can clarify confusion and stimulate further interest in a topic.



### 2. Visualizing – Using pictures and imagination

The reader uses the text and their own prior knowledge to create pictures in their mind about what happens in the story or book. Visualizing makes reading personal and keeps us engaged, and often prevents us from abandoning a book.<sup>1</sup>



### Strategy: Using Pictures

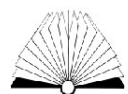
- Share wordless picture books with your learner and ask them to tell or write the story.
- Stop often when you read aloud so the learner can describe the pictures in his or her mind.

### Strategy: Using Imagination

- Ask you learner to draw what they see in their mind, after reading a story or book.

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<sup>1</sup> From: Strategies that Work, 2000, p.97).





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- Ask your learner to draw pictures while you read them a story. Talk about the pictures after you finish reading. Ask your learner to describe the story.

### 3. Inferring – Reading between the lines

Readers comprehend better when they make connections between their background knowledge and what the story is trying to say. The author and the reader have a mental dialogue.

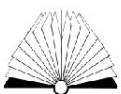
#### **Strategy: Reading between the lines**

Ask questions about the story that your learner has to think about. These are not factual questions but questions that can be answered by understanding the message of the book. Some questions are:

- How did you know that?
- Why did you think that would happen?
- Look at the cover and pictures, what do you think will happen?
- What is the plot and theme?
- What do you think this story was about?
- How do you think the character feels?
- Does it remind you of anything?

### 4. Putting it All Together – Reading beyond the lines

Readers comprehend more when they sift through information, make some sense of things and come up with a conclusion about the story or book. A story or book can provide new ideas and insights, and change your mind about a topic. This is the highest and most complex form of comprehension.

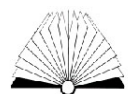


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### Strategy: Reading beyond the lines

- Use questions such as, "How has your thinking changed from reading that piece?"
- Discuss current events with an emphasis on judgments and opinions.
- Ask questions with no clear answers.



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### Welcome

**Time** 5 minutes

**Handouts** 1

#### **Agenda**

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

#### **Meet and greet**

Welcome everyone back to the program. Ask everyone to write their name on a name tag and to enter their name to win the door prize.

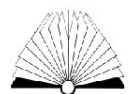


## Session Seven: Comprehension Strategies



### 1 Session Seven - Reading Comprehension

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### Review

**Time** 15 minutes

**Handouts** none

#### Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the Readers Theatre with their learners. Go around the circle and encourage everyone to share. Use these questions:
  - How did it go?
  - Does anyone have any suggestions for the group?
  - Which strategies did you find most useful?
  - Did your child or learner enjoy the session last week.





### Warm Up Activity – Vocabulary Fun

**Time** 15 minutes

**Handouts** 2, 3

Last week we had lots of fun with brainteasers, riddles, and tongue twisters. This week we are going to play with words in a different way.

#### Activity 1

Ask participants to get into two groups with about 4 to 5 people. Each person writes down the first and last letters of their first and last name. For example:

- Lisa Campbell l,a,c,l
- Cate Sills c,e,s,s
- Helen Balanoff h,n,b,f
- Brenda Green b,a,g,n

If a group has 4 players they have 16 letters to work with. Ask each group to make up words with the letters.

#### Example of words from list

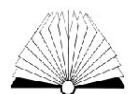
l,a,c,l,c,e,s,s,h,n,b,f,b,a,g,n

lace, lag, bag, fan, clan, etc

Give the groups 10 minutes to make up words. The group with the most words wins!

#### Activity 2

Give participants handout 2 and ask them to work in pairs. The first group to complete the handout wins. Give them handout 3 for the answers.





### 2

## Word Play

Find a four letter prefix for each group of words. A prefix goes in from of a word to form another word or phrase. What word can be a prefix for each group of words? The first one is done for you.

1. Nail, man, out, ten

hangnail  
hangman  
hangout  
hang ten

2. Sick, work, room, plate

3. Do, up, shift, believe

4. Range, shot, horn, bow

5. Back, baked, way, hour

6. Dress, band, ache, rest

7. Chair, jump, light, ris

8. Note, print, ball, step

9. Arm, fly, works, sale

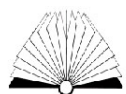




3

### Answers

1. Hang
2. Home
3. Make
4. Long
5. Half
6. Head
7. High
8. Foot
9. Fire







### Group Discussion –Good Readers

**Time** 30 minutes

**Handouts** 4, 5,

#### Brainstorm the question

- What do we mean by the term *good reader*?

Write participants' responses on flipchart paper. Good readers:

- Reread words they do not understand.
- Try to read the word in context to understand the meaning.
- Look up the word if they can't figure it out.
- Ask for help.
- Sound it out.

Give participants handouts 4 and 5. Read them together as a group.

Model good reading skills to participants by:

- Pre-reading
- Monitoring your reading
- Post reading

Read a story to participants, pretend you do not know some words. Use the strategies that participants came up with and the ones on the handouts to show good reading skills. Model how a tutor would support a learner with their reading. People need to learn how to become good readers.





### 4 Good Readers/ Poor Readers

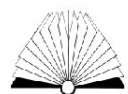
#### Good readers:

- Ask questions and make predictions about what will happen next.
- Anticipate where the plot may lead and then watch it unfold.
- Analysis and questions what they read.
- Enjoy surprise endings.

The reader never has surprises if he makes no predictions. Readers need to trust their predictions and recover when they are wrong.<sup>2</sup>



<sup>2</sup> Adapted from <http://www.engines4ed.org/hyperbook/nodes/NODE-185-pg.html>



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<b>Good Readers</b>	<b>Poor Readers</b>
<p><b>Before Reading:</b></p> <ol style="list-style-type: none"> <li>1. Activate their background knowledge on the subject.</li> <li>2. Question and wonder.</li> <li>3. Know the purpose for reading.</li> <li>4. Look for the structure of the text.</li> </ol>	<p><b>Before Reading:</b></p> <ol style="list-style-type: none"> <li>1. Start reading without thinking about the subject.</li> <li>2. Do not know why they are reading - except that it is an assignment.</li> </ol>
<p><b>During Reading:</b></p> <ol style="list-style-type: none"> <li>1. Give their complete attention to reading.</li> <li>2. Keep a constant check on their comprehension.</li> <li>3. Stop to use a 'figure-it-out' strategy when they do not understand what they read.</li> <li>4. Know that they can use strategies to make sense of the text.</li> <li>5. Look for important ideas and see how details relate to the whole.</li> <li>6. Visualize - go to the movies in their head.</li> <li>7. Make inferences and connections.</li> <li>8. Accept the challenge of being frustrated or confused, and deal with it.</li> </ol>	<p><b>During Reading:</b></p> <ol style="list-style-type: none"> <li>1. Do not know whether they understand or do not understand.</li> <li>2. Do not monitor their comprehension.</li> <li>3. Seldom use any "figure-it-out" strategies.</li> <li>4. View reading as looking at words and turning pages -- the quicker the better.</li> <li>5. Are sometimes adept at phonic analysis but do not go for meaning. They can say the words but don't know what they mean.</li> </ol>
<p><b>After Reading:</b></p>	<p><b>After Reading:</b></p>



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1. Decide if they understood what they read.
2. Evaluate their comprehension.
3. Summarize what they read.
4. Seek additional information if they want to know more.
5. Think through the information and decide if it is useful or not.<sup>3</sup>

1. Do not know what they read.
2. Do not follow reading with comprehension self-check.
3. See no connections between what they read and anything else.

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<sup>3</sup> Adapted from <http://www.pgjr.alpine.k12.ut.us/science/whitaker/goodreader.html>



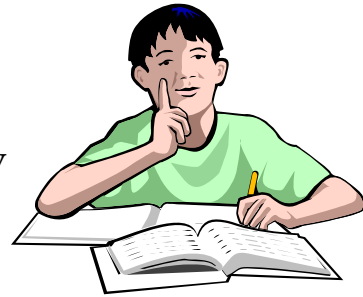


# 5 Teach Your Learner to be a Good Reader

## Strategies to teach your learner:

### Pre-reading:

- Look at the pictures, back cover, or table of contents and make predictions about the story or book.
- Think about what you already know about the subject.
- Ask questions in your mind like, “I wonder if this story is a mystery?” “I wonder if I will learn more about bears?”



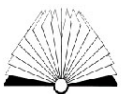
### During Reading:

- Pay attention to the text.
- Ask questions in your mind about the content.
- Visualize the story in your mind.
- Read between the lines and beyond the lines. Think about how the information relates to your own life.
- Use strategies if you don't understand at first: skip ahead, reread, use the context, sound out the word.
- Realize that it's okay to ask for help.



### After Reading:

- Summarize the material.
- Find out more about the topic or look for more books by the same author
- Ask the question “Did I understand? Can I use the information?”



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# Reading Strategy – Comprehension Strategies



**Time** 60 minutes

**Handouts** 6, 7, 8,9, 10, 11, 12, 13, 14, 15

Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

Reading comprehension is a complex issue. The group discussion covered strategies that participants can teach their learners to do to become good readers. This section covers strategies that tutors can use to help their learner understand what they read.

### Why is English so hard to learn?

Give participants handout 6 and read each sentence. Discuss the meanings of the words.

### Strategies

- Building Vocabulary – handout 7, 8 and 9
  - Read over handout 7, 8 and 9. Discuss what kinds of activities they could do with their learner to build their vocabulary.
- KWL – handout 10
  - Do KWL with the group. Do the topic bears. Ask them what they know and what they want to learn. Read the Bear Fact sheet and then fill in the L column. Compare what people knew with what was in the story.
- Asking Questions – handout 11, 12 and 13



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- Read the example story on handout 13 to the group. Ask them different kinds of questions.
- Sequencing – handout 14
  - Ask the group to try the sequencing activity on handout 14. This may be hard but it is fun to try and figure out. It gives participants an understanding of why sequencing activities help with comprehension.

### **Activities for participants**

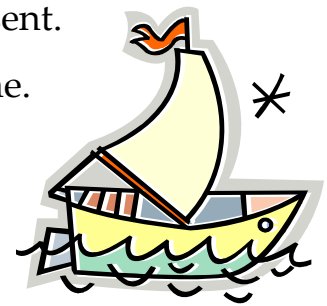
Give participants handout 15 and ask them to do the activities with a partner. They need to try these activities before they use them with their learner to feel more confident and to practice.



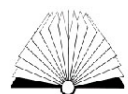


### 6 Reasons why the English language is so hard to learn

- The bandage was wound around the wound.
- The farm was used to produce produce.
- The dump was so full that it had to refuse more refuse.
- We must polish the Polish furniture.
- He could lead if he would get the lead out.
- The soldier decided to desert his dessert in the desert.
- Since there is no time like the present, he thought it was time to present the present.
- When shot at, the dove dove into the bushes.
- I did not object to the object.
- The insurance was invalid for the invalid.
- There was a row among the oarsmen about how to row.
- They were too close to the door to close it.
- The buck does funny things when the does are present.
- A seamstress and a sewer fell down into a sewer line.
- To help with planting, the farmer taught his sow to sow.
- The wind was too strong to wind the sail.
- After a number of injections my jaw got number.
- Upon seeing the tear in the painting I shed a tear.



From <http://www.nald.ca/literacybasics/instruct/spelling/01.htm>





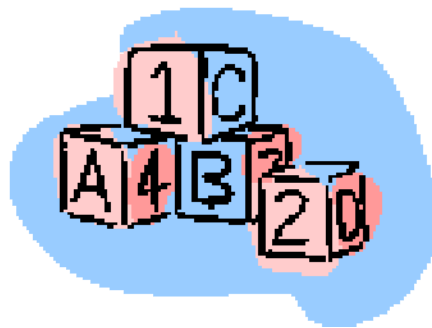


### 7

## Building Vocabulary

Building vocabulary helps learners understand what they read. The more words they know, the more they understand the text. Here are some hints to build vocabulary.

1. When learners read a story or book, ask them to write down words they do not understand. At the end of a story or paragraph go over the words together. Look them up in the dictionary and add them to their word bank.
2. Play with words and continue to add to your learner's word bank. For example, if your learner learns the word 'play' ask them to put endings on the word to create new words like:
  - Playing
  - Played
  - Playful
3. Remember word families. Ask your learner to make new words by changing the first letter. For example hot – pot, tot, dot, jot, lot, and so on.

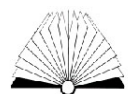


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### Strategies to remembering new words

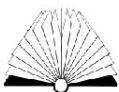
- **Say the word aloud several times:** Learners remember words better if they say them out loud. Ask them to use it in a short sentence or phrase.
- **Tie new words to old:** When learners see a new word ask them to think of a way to remember what it means. This often involves using a word they already know.
- **Use visualization:** Imagine what the word means.
- **Write vocabulary cards:** This is perhaps the most tried and true method to increase vocabulary. And yes, it DOES work. Keep a stack of cards handy. Whenever a learner sees a new word, write it on a card. If you have time, write a sentence or phrase to help them remember the meaning of the word.
- **Use the new words:** Encourage learners to use new words in their everyday life.
- **Review, review, review:** Learners won't remember words right away. Go back over the new words they learned and quiz them.





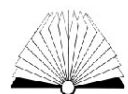
## Dictionary Skills

Your learner needs to know:	Ideas for Teaching
Alphabetical order to the 3 <sup>rd</sup> , 4 <sup>th</sup> etc place	Construct exercises with increasing difficulty. Ask them to look up words that have the same first, second, and third letter.
How to locate letters in the dictionary	Practice finding sections of the dictionary and phone book quickly. Divide the dictionary into four parts: a-f, g-m, n-s, and t-z – to make it easier. .
How to use guide words	Explain that guide words are the first and last words on the page. Make exercises for practice. For example: The guide words on a page of the dictionary are cod and cater. Which of these words would be on this page? <div style="text-align: center;">                     coffee, counter, cobweb, code,                      challenge                 </div>
How to figure out what words are listed, with other words. For example: uninhibited is listed under inhibited.	Explain that the entry word is the root word. Ask learners to remove the prefixes and suffixes when they look up a word. For example: Beside each word write the entry word you would use to look it up in the dictionary. <ul style="list-style-type: none"> <li>• Happily</li> <li>• Unfortunate</li> <li>• Regional</li> </ul>



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How to use the pronunciation key	Explain the “key” in each dictionary gives. Practice using it each time you look up a word.
How to choose the appropriate meaning from various definitions the dictionary gives.	Explain that each word has more than one meaning. Use the sentence context to pick the correct meaning.
How dictionaries use abbreviations	Explain abbreviations such as n – noun, v – verb, adj – adjective, adv – adverb.



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### 9 Example Vocabulary Activity - Word of the Day

**Ages:** 8 and up

**What you need:**

- Writing materials
- Index cards
- Dictionary



**Directions:**

Each day, your learner learns a new word. Follow these steps:

- Find an unusual word in the dictionary.
- On a index card, write down the word, what kind of word it is, noun, verb, etc and antonyms and synonyms for the word.
- On the front of the index card put a picture of the word. Some words are hard to draw. For example, to illustrate 'humongous,' your learner might draw a skyscraper and an ant.
- Show the picture to family members and other learners. Give them 3 chances to guess the word.
- After they guess the word, take turns spelling the word, using it in a sentence and suggesting synonyms and antonyms.





### KWL

#### Strategy: KWL

KWL is a 3-column chart that captures the before, during, and after components of reading a story or book.

<b>K stands for Know</b> What do I already <b>know</b> about this topic?	<b>W stands for Will or Want</b> What do I think I <b>will</b> learn about this topic? What do I <b>want</b> to know about this topic?	<b>L stands for Learned</b> What have I <b>learned</b> about this topic?
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#### How does it work?

1. Draw 3 columns.
2. Label Column 1 K, Column 2 W, Column 3 L.
3. Learners fill in the **K** column before they read the story or book. They write down everything they already know about the topic.
4. Learners fill in the **W** column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas.
5. Learners read the book.
6. Learners fill in the **L** column after they have read the story or book. They write down the new knowledge they gained. They can also check the information in the **K** column to see if it is correct.



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7. Learners fill in their new knowledge gained from reading the content in the last column. They can also check over their own information in column one to see if the information they knew is correct. <sup>4</sup>

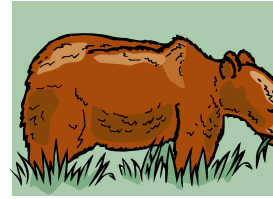
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<sup>4</sup> Adapted from <http://curry.edschool.virginia.edu/go/readquest/strat/kwl.html>



## Session Seven: Comprehension Strategies

For example: Topic Bears



K	W	L
What do I already know?	What would I like to learn? What do I think I will learn?	What have I learned?
<ul style="list-style-type: none"> <li>• They hibernate</li> <li>• There are different kinds of bears – black, grizzly, polar, panda</li> <li>• They eat both plants and meat</li> <li>• They are dangerous</li> </ul>	<ul style="list-style-type: none"> <li>• When do they have their cubs?</li> <li>• How many cubs can they have?</li> <li>• How long do the cubs stay with their mother?</li> <li>• What do I do if I come across a bear?</li> <li>• Where do bears live?</li> </ul>	?

After your read the story about bears, fill in the L column. Compare what you learned with what you wanted to learn. Look for more information on the internet or other books.





## Session Seven: Comprehension Strategies

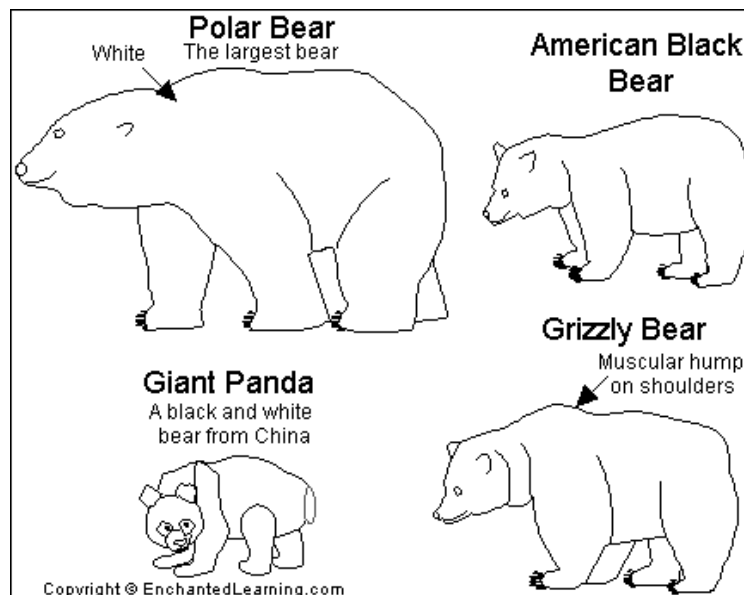
### Bear Fact Sheet

Bears are furry, omnivorous mammals that live in forests, swamps, mountains, and grasslands. Bears are found in North America, Asia, Europe, and a few in South America. Some bears include the grizzly (a type of brown bear), black bear, panda, sun bear, etc.

**Anatomy:** Bears vary in size from 3.5 to 10 feet (1.1 to 3 m) long and weigh from 55 to 1,700 pounds (25 to 770 kg). The largest bear is the polar bear. Bear fur ranges in color from black to brown to blond to white. All bears are plantigrade or flat-footed.

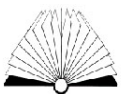
**Behavior:** Bears are solitary animals; only a mother and cub live together for an extended time. Many bears are fast runners, excellent swimmers, and good climbers. In general, bears have a good sense of smell but poor eyesight. Many bears from cold climates hibernate, or go into a dormant state, in caves or dens during the winter months.

**Diet:** Although bears belong to the order Carnivora, they are omnivores. This means they eat leaves, fruits, berries, nuts, roots, honey, insects, as well as fish and small mammals.<sup>5</sup>



<sup>5</sup> Adapted from Enchanted Learning website

<http://www.enchantedlearning.com/subjects/mammals/bear/Bearcoloring.shtml>





### 11 Using Questions to Understand



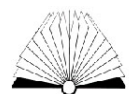
To help your learner make connections while they read, ask her questions. Use questions to help learners understand the text on a deeper level. Questions clarify confusion and stimulate further interest in a topic.

#### What kinds of question should I ask?

- **Fact Questions** – Questions like “What happens to Susie in the story?” or “How old is Jacob?” or “How many types of bears are there?” or “Where and when did the story take place?”
- **Why Questions** – Questions like “Why did Jeremy go back to school?” or “Why do you think that Jeremy wanted to go back to school?” or “Why did the children like Jeremy?”
- **Imagine Questions** – Question like “I wonder what will happen next?” or “How can you relate this to your life?” or “Can you tell me a different ending to the story?”

#### Other ways to use questions to help your learner

- Model questioning in your own reading.
- Ask "I wonder" questions or open-ended questions.
- Ask your learner to come up with questions before reading to see if the text answers the questions.
- Keep track of questions verbally or write them down.
- Stop and ask questions about what happens next.
- Discuss what questions you still have after reading.

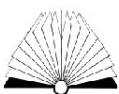




12

**More Questions that Help Comprehension**

<b>You are helping your learner to:</b>	<b>If you ask:</b>
Identify the main idea	<ul style="list-style-type: none"> <li>• What is a good title for this story?</li> <li>• What is the author’s main point?</li> <li>• What is the main idea in this paragraph?</li> </ul>
Sequence events	<ul style="list-style-type: none"> <li>• What did they do when...?</li> <li>• What steps did they take when..?</li> <li>• What happened after...?</li> <li>• Can you arrange these events in the order which they happened?</li> </ul>
Notice and locate details	<ul style="list-style-type: none"> <li>• Can you find the place where the author tells us...?</li> <li>• When did this happen?</li> <li>• How much ...?</li> <li>• How far ...?</li> </ul>
Predict outcome and draw conclusions	<ul style="list-style-type: none"> <li>• What do you think will happen when...?</li> <li>• What will they do next?</li> <li>• How do you think this will affect...?</li> <li>• If you were writing the next chapter, what would you say happened to ...?</li> </ul>
Evaluate content	<ul style="list-style-type: none"> <li>• Does the author give much evidence to support her view?</li> <li>• Do you think they were right to..?</li> <li>• What are the author’s information sources?</li> <li>• Do you think this could really happen?</li> </ul>
Understand text organization	<ul style="list-style-type: none"> <li>• What things does the author compare?</li> <li>• What does the author say causes...?</li> <li>• Why does the author tell us the time before each event?</li> </ul>





### 13 Questioning Technique-The Fishing Trip

"Let's go," Grandmother Smith said to Josh. She put the poles in the back of the truck." If we're late, the fish will stop biting." She started the truck and pulled out of the driveway.

"Is it easy to catch fish?" Josh asked.

"Yes, if the fish are hungry," Grandmother said. "That is why it's best to go fishing in the morning, before they have had breakfast!"

Josh looked at the old white box at his feet. It had rust on its lid. "What's in the box?" he asked.



"That is a tackle box. It holds my fishing lures," Grandmother said. "The fish think they are food. When a fish takes a bite, he gets hooked. Then I pull him out of the water."

Josh opened the box. It was full of lures. Every one of them looked like a little toy with hooks on it. He saw purple worms, green and brown frogs, and yellow fish, and hooks with feathers. Josh even saw a lure that looked like a red ladybug. He wanted to touch them, but Grandmother shook her head.

At the lake Grandmother carried the poles and a picnic basket. Josh carried the tackle box. They walked out to the end of the dock.

"I'll be happy when you catch your first fish!" Grandmother said. She spread out a rug and sat on it. She opened the basket and pulled out a box of donuts and a bag of grapes.

Josh took a donut and ate it while his grandmother worked on his pole. "Why don't you use real worms?" he asked.

Story from [http://www.edhelper.com/ReadingComprehension\\_Grade2\\_2\\_1.html](http://www.edhelper.com/ReadingComprehension_Grade2_2_1.html)

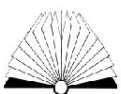




## 14 Sequencing Activity – Archie and Dale

The verses in this poem are all muddled up. Can you put them into the correct order? The first and last sections are correct. Read from left to right.

<p><b>Archie was an alien Who lived near the planet Mars His house was on an asteroid Flying high up in the stars.</b></p>	<p>“Dale!” cried Archie “Mum, it’s Dale, “Dad, come here and see. I can’t believe it’s really him, My dog is on TV!”</p>
<p>But after a while, Archie got bored And left poor Dale alone Dale got so upset that she Ran away from home.</p>	<p>One day Archie’s mum and dad, Mr. and Mrs. Zoodle Gave in to little Archie’s cries And bought him a pet poodle.</p>
<p>Archie soon gave up his hunt And turned on the News at Ten. He stared blankly at the screen And was about to turn off when...</p>	<p>Everything went really well For the next month and a day The pair were oh so happy And they really loved to play.</p>
<p>Archie explained that Dale was his And that Dale was bought by his mum. But Dale liked staying with the Queen ‘Cos she fed her Pedigree Chum.</p>	<p>Archie longed for a small pet dog To play with after school. But Archie’s mum and dad said “No! We hate things that drool!”</p>
<p>Archie went to look for Dale</p>	<p>Archie lived with his mum and</p>



## Session Seven: Comprehension Strategies

<p>But the dog was nowhere to be seen. Dale had gone to Earth to live With a lady called the Queen.</p>	<p>dad And his little brother Pete. But Archie didn't like his brother Because he had ten smelly feet.</p>
<p>"Oh Thank You Mum, Oh Thank You Dad This is really great." Archie gave them a nice big cuddle And played with his new mate.</p>	<p>Archie begged and pleaded with them To buy his ideal pet But they just said "No No No! You're not old enough yet!"</p>
<p>Archie's dad phoned news at ten And spoke to Trev' McD. He asked if he could see the Queen "Of course" said Trev' happily.</p>	<p>Archie cried "Oh Dale, Oh Dale I really am so sorry I shouldn't have neglected you My heart's been full of worry."</p>
<p>The aliens all got in the car And whizzed on down to Earth They landed in the palace garden On the freshly-laid turf.</p>	<p>The Queen jumped up, when she saw A UFO on her grass "Oh goodness, look at this" she said. Get the gardeners fast!"</p>
<p>Archie loved his pet so much, And called his little dog "Dale" This really confused the poor little pup Who was in fact female!</p>	<p>"Bill" she said "is my new dog" "One loves him a great deal" "Bill is trained in every way And comes when I say 'heel'"</p>
<p>Archie turned the volume up</p>	<p><b>Dale loved the Queen too</b></p>



## Session Seven: Comprehension Strategies

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And sat very still  
The Queen had found a dog, it  
said  
And she had called it Bill!

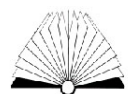
**much**  
**And she would not go with**  
**Archie,**  
**So Archie left without his**  
**friend,**  
**And bought a Tamagotchi**



## Session Seven: Comprehension Strategies

### Archie and Dale (Correct version - Read from left to right)

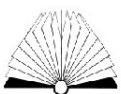
<p>Archie was an alien Who lived near the planet Mars His house was on an asteroid Flying high up in the stars.</p>	<p>Archie lived with his mum and dad And his little brother Pete. But Archie didn't like his brother Because he had ten smelly feet.</p>
<p>Archie longed for a small pet dog To play with after school. But Archie's mum and dad said "No! We hate things that drool!"</p>	<p>Archie begged and pleaded with them To buy his ideal pet But they just said "No No No! You're not old enough yet!"</p>
<p>One day Archie's mum and dad, Mr. and Mrs. Zoodle Gave in to little Archie's cries And bought him a pet poodle.</p>	<p>"Oh Thank You Mum, Oh Thank You Dad This is really great." Archie gave them a nice big cuddle And played with his new mate.</p>
<p>Archie loved his pet so much, And called his little dog "Dale" This really confused the poor little pup Who was in fact female!</p>	<p>Everything went really well For the next month and a day The pair were oh so happy And they really loved to play.</p>
<p>But after a while, Archie got bored And left poor Dale alone Dale got so upset that she Ran away from home.</p>	<p>Archie went to look for Dale But the dog was nowhere to be seen. Dale had gone to Earth to live With a lady called the Queen.</p>
<p>Archie soon gave up his hunt And turned on the News at Ten. He stared blankly at the screen And was about to turn off when....</p>	<p>"Dale!" cried Archie "Mum, it's Dale, "Dad, come here and see. I can't believe it's really him, My dog is on TV!"</p>





## Session Seven: Comprehension Strategies

<p>Archie turned the volume up And sat very still The Queen had found a dog, it said And she had called it Bill!</p>	<p>“Bill” she said “is my new dog” “One loves him a great deal” “Bill is trained in every way And comes when I say ‘heel’”</p>
<p>Archie’s dad phoned news at ten And spoke to Trev’ McD. He asked if he could see the Queen “Of course” said Trev’ happily.</p>	<p>The aliens all got in the car And whizzed on down to Earth They landed in the palace garden On the freshly-laid turf.</p>
<p>The Queen jumped up, when she saw A UFO on her grass “Oh goodness, look at this” she said. Get the gardeners fast!”</p>	<p>Archie explained that Dale was his And that Dale was bought by his mum. But Dale liked staying with the Queen ‘Cos she fed her Pedigree Chum.</p>
<p>Archie cried “Oh Dale, Oh Dale I really am so sorry I shouldn’t have neglected you My heart’s been full of worry.”</p>	<p>Dale loved the Queen too much And she would not go with Archie, So Archie left without his friend, And bought a Tamagotchi.</p>





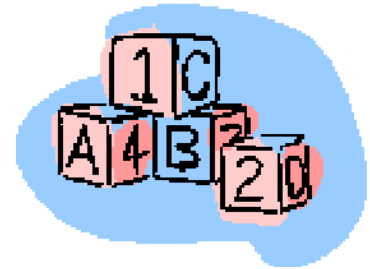
# 15

## Participant Activities

Work in pairs. One person can be the tutor and the other the learner.  
Switch roles after each activity.

### Building Vocabulary

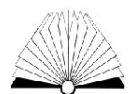
1. Choose a book from the book kit.
2. Read the book together.
3. Use repeat reading, shared reading or paired reading. Refer back to Session 2.
4. Write down words that are not familiar.
5. Make up cue cards for these words.
6. Look them up in a dictionary and write down their meaning on the cue card.
7. Add suffixes and prefixes to make new words.
8. Change the first letter if possible to make new words.



### KWL

1. Choose a non-fiction book from the book kit.
2. Draw a KWL chart.
3. Write down things that you know about the subject in the **K** column.
4. Write down things that you would like to learn in the **W** column.
5. Read the book together.
6. Write down new things that you learned in the **L** column.
7. Compare the lists.
8. Circle the things on your list that you wanted to learn and you did learn.
9. Underline the things that you didn't learn.
10. Find out more information about the topic to extend the activity.

<b>K</b>	<b>W</b>	<b>L</b>
Know	Want to Learn	Learned



## Session Seven: Comprehension Strategies

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### Questioning

1. Choose a book from the book kit.
2. Look at the pictures and read the back cover.
3. Predict what the book will be about.
4. Read the book together.
5. Stop frequently throughout the book to ask questions.
6. Refer to your handouts on questions. Try to use fact, why, and imagine questions.
7. After you read the book ask more questions to find out if your learner understands the story.



### Sequence

1. Use the same book that you read for the questioning activity.
2. Rewrite the story in point form from beginning to end.
3. Try an alternative activity – the tutor writes the story in point form and mixes up the points and ask the learner to put it back together.





### Craft Activity – Bookmarks

**Time** 15 minutes

**Handouts** 16,

This is a very long session, so the craft activity is short.

#### Bookmarks

Participants create some unique bookmarks for their learner. Book marks are easy to make. Use slogans such as:

- Read today and everyday.
- Reading is fun!
- Share a book with your family today.
- READ, READ, READ.
- Read in the morning, read in the afternoon, read in the evening, read anytime!

#### Comprehension Bookmark

Handout 16 has an outline for a comprehension bookmark. It reminds readers to use good strategies when they read.

#### You need

- Handouts
- Glue
- Scissors
- Clipart
- Cardboard
- Markers
- Stickers







## 16 Reading Comprehension Bookmarks

Photocopy, colour and cut on the outside edges. Paste both sides to a piece of cardboard for a double sided bookmark.

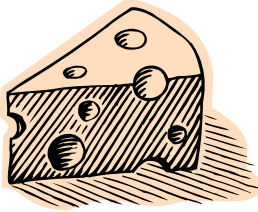
**Good Readers**



Look at the pictures.



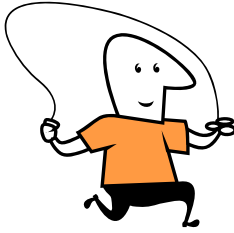
Get your mouth ready to make the first sound.




Chunk it by looking for a part you know.

**Good Readers**


**READ SKIP READ**



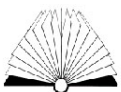
Skip then go back.



Go back and read again.

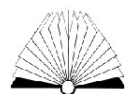
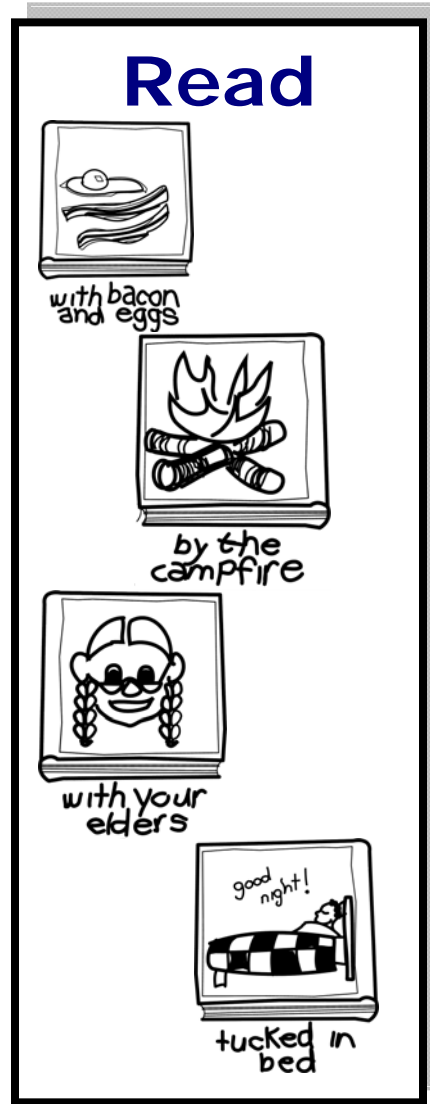


Think about the meaning of the story.

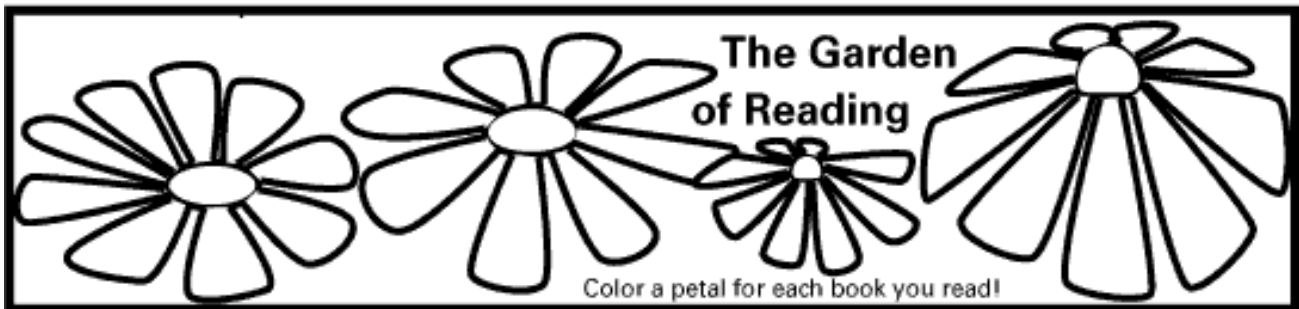




## 17 Other Examples of Bookmarks



Session Seven: Comprehension Strategies



## Session Seven: Comprehension Strategies

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### Closing

**Time** 10 minutes

**Handouts** 18

#### Session Review

Review the session with participants. Ask participants to say what strategy they liked best.

#### Review plans for next week

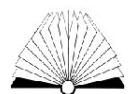
- Writing strategies
  - Spelling
  - Pre-writing
  - Journaling
  - Silly writing

#### Evaluation

Ask participants to fill out the evaluation. Ask participants to say one thing they learned.

#### Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.







## 18 Family Tutoring - Session Evaluation

Session # \_\_\_\_ Topic: \_\_\_\_\_

1. What did you think of the topic we talked about in this session?



Excellent



Pretty good



Needs a little work



Not so hot



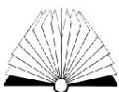
Should be canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments



## Session Seven: Comprehension Strategies

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